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ABSTRACT

The Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1975 are summarized on a grade by grade-school by school basis. Data, presented in chart and graph form, cover: the BIA's organization; student enrollment in the Phoenix Area; expenditures by school; student participation by component and school; professional and paraprofessional staff; and student achievement in reading, language, mathematics, and special education. Many of the schools modified their total school curriculum in fiscal year 1975 in an effort to meet the needs of all their students. In each of the 23 schools, there were a variety of programs used for any given area of instruction. Teachers used the programs they felt would work best with their students. Results of using this diagnostic-prescriptive approach demonstrated a high degree of success. (NQ)

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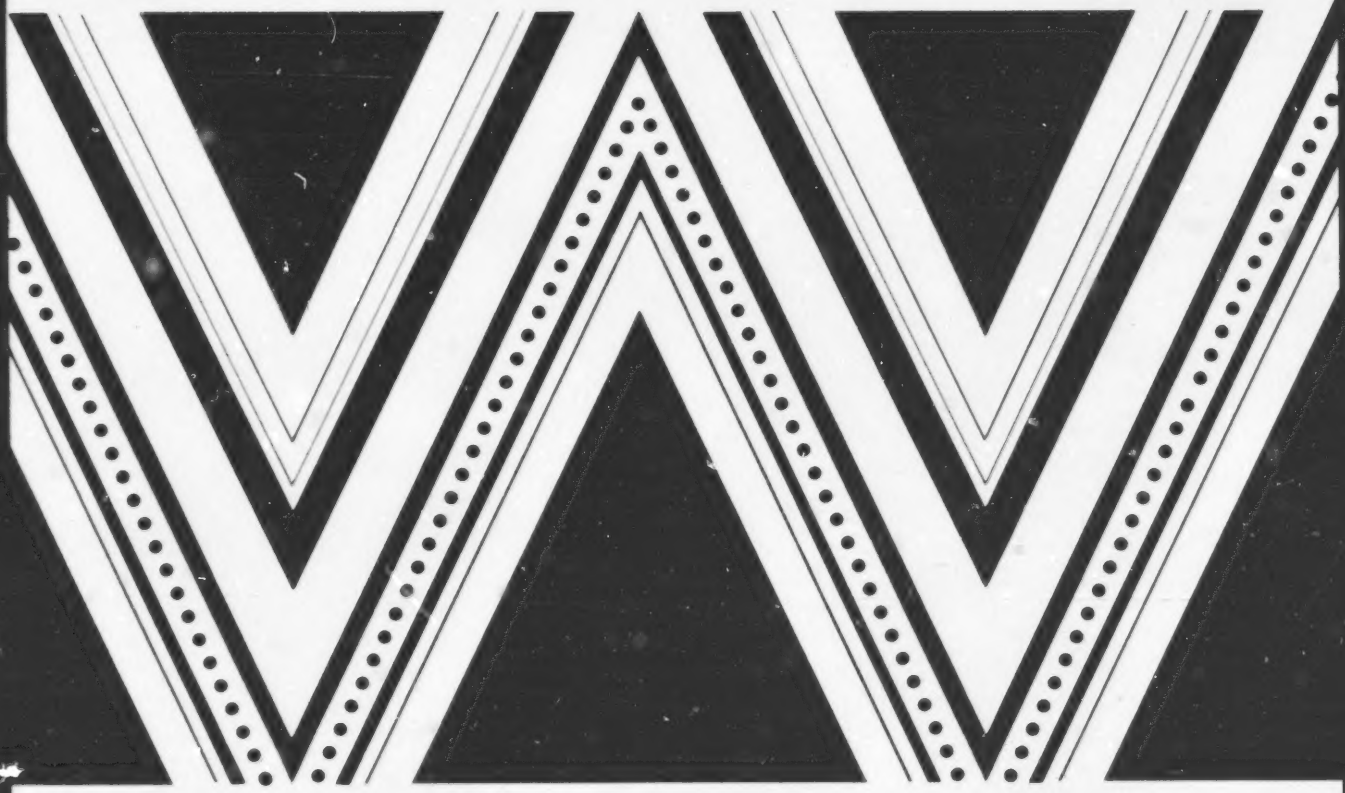
Phoenix Area

FINAL EVALUATION REPORT

TITLE 1/1975

Bureau of Indian Affairs/Department of the Interior



REPORT OF FINAL EVALUATION

ESEA TITLE I PROJECTS

FISCAL YEAR 1975

FINAL REPORT

U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS, EDUCATION

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ACKNOWLEDGEMENT

The success of Title I programs in the Phoenix Area has involved the efforts of many people. Many of the schools in the Phoenix Area modified their total school curriculum in FY'75 in an effort to meet the needs of all their students. In many instances teachers and aides had to work long and arduous hours to implement the new systems. Without the administrative support of the principals and the agency staff, many of the changes would not have occurred. The Phoenix Area Office staff wish to extend our sincere appreciation to the teachers, aides, and administrators who have made this progress possible.

The Parent Advisory Councils, Title I Coordinators, and clerical staff are also to be commended for providing the necessary expertise in the planning, writing and typing of proposals, and in keeping the projects operational.

Our gratitude also is extended to the people in the support branches of Personnel, Property and Supply, Budget, and Plant Management.

And, finally, we wish to extend our deep appreciation to Ms. Harriet B. Hilburn, the Federal Programs Administrator, for her guidance and expertise in providing the highest quality of administrative support to Title I programs in the Phoenix Area. Ms. Hilburn has resigned as Federal Programs Administrator and her talent will be missed.

The Phoenix Area Office Title I staff

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INTRODUCTION

This evaluation report addresses itself to a summary of projects operated in the Bureau of Indian Affairs, Phoenix Area, during fiscal 1975. As with last year's report, this one is presented in chart and graph form rather than in narrative form.

Again the Phoenix Area is publishing two evaluation reports. One for general distribution is a composite summary of the data into an area-wide report. The second is an individual school report that presents the data on a grade by grade-school by school basis. The school report is primarily meant for distribution to the Phoenix Area schools; however, copies are available for dissemination.

For further information relative to evaluation of the Title I programs, please contact:

Phoenix Area Office
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Phoenix, Arizona 85011
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In each of the 23 schools of the Phoenix Area, there are a variety of programs used for any given area of instruction. Each teacher uses the programs he/she feels will work best for the students he/she has in any given class. Thus, to attempt to describe anything other than the process used would be an impossible and meaningless task.

The process used remains fairly constant across grades, schools, and subject matter. However, some teachers use it to a more exacting degree than others. The process is one of diagnosis of specific skill deficiencies, use of whatever *appropriate* materials are available for remediation of skill deficiencies, and a retest for mastery of the skill.

A number of the schools have now begun the sophisticated process of identifying skills that must be mastered at each grade from K-12. They are using this hierarchy as a basis for developing instructional materials and mastery tests that can be used in the instructional process to better meet the needs of the students. Once this has been accomplished, there will be an orderly sequential set of materials that can be used from K-12.

The results of using the diagnostic-prescriptive approach in the Phoenix Area Title I projects have demonstrated such a high degree of success that now several schools are beginning to use this process for all students.

OVERVIEW AND ORGANIZATION OF THE BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs was recently reorganized (See Figure 1).

The Phoenix Area Office exercises jurisdiction over Bureau of Indian Affairs schools in a three state region. Figure 2 shows the geographical location of schools in the Phoenix Area. The twenty-one Bureau schools are situated in a three-state region comprised of Arizona, California and Nevada. With the exception of two off-reservation high schools, all are located in Arizona. The two exceptions are Sherman Indian High School in Riverside, California and Stewart Indian High School in Stewart, Nevada. Phoenix Indian High School, the Area's third boarding high school, is located in the heart of Phoenix, Arizona. Additionally, Duckwater Shoshone Elementary School in Nevada is served by Title I but it is not under regular programs jurisdiction.

Located in the White Mountains of eastern Arizona are the John F. Kennedy Day School, Cibecue Day School, and Theodore Roosevelt Boarding School. To the north, approximately 180 miles are the Hopi mesas and the six schools which serve the Hopi children. A mule trip is necessary to reach the Havasupai village, where the Supai Day School is located near the Grand Canyon. Farther south near the Mexico-Arizona border in the Sonoran Desert, is the Santa Rosa Boarding School and three small day schools on the Papago Reservation. Approximately 30 miles south of Phoenix on the Gila River Reservation are the two Pima Bureau day schools, one small tribal operated school and one mission school. Also, located near metropolitan Phoenix, is the Salt River Reservation which contains one day school.

Figure 1
Organization—Bureau of Indian Affairs

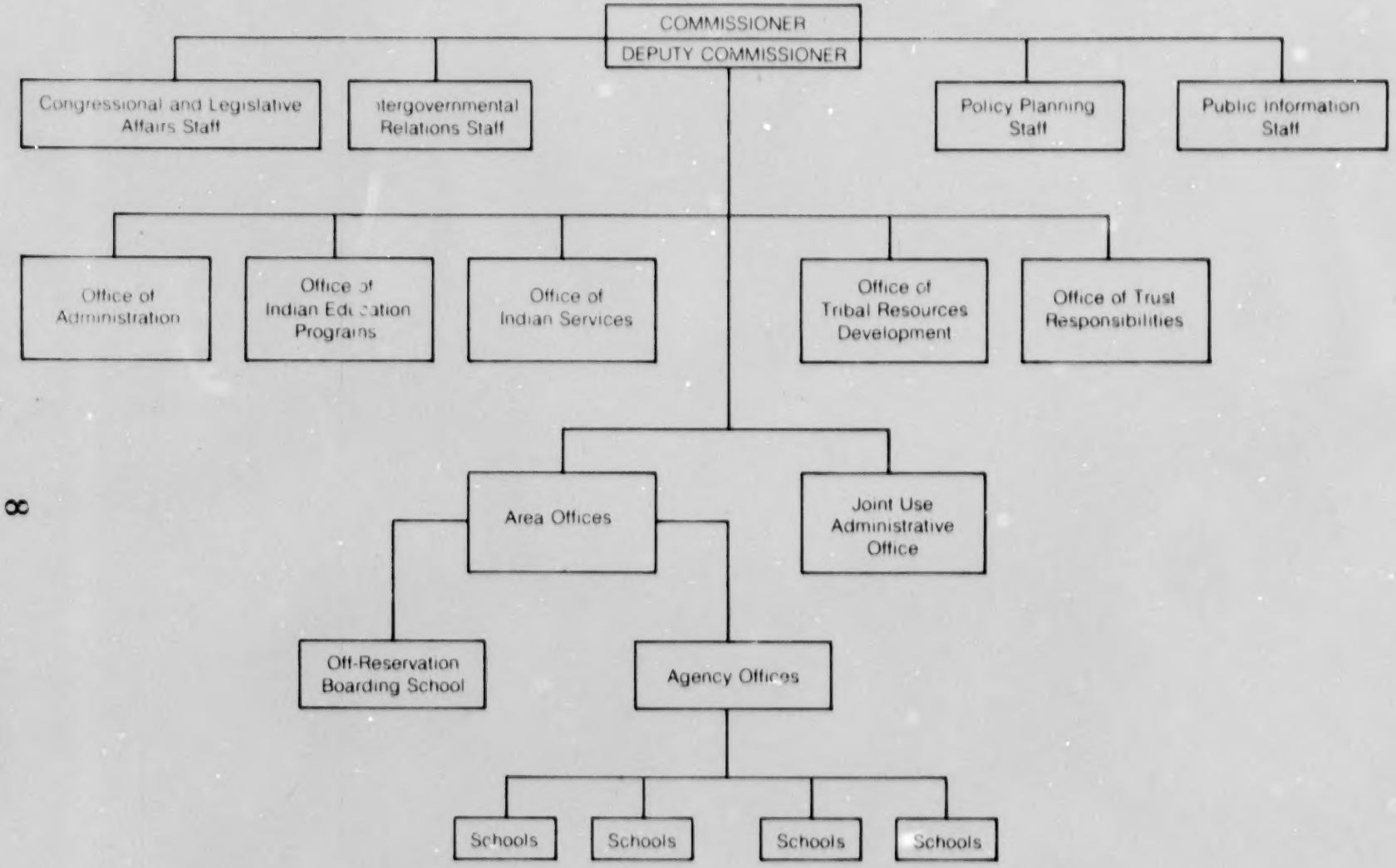
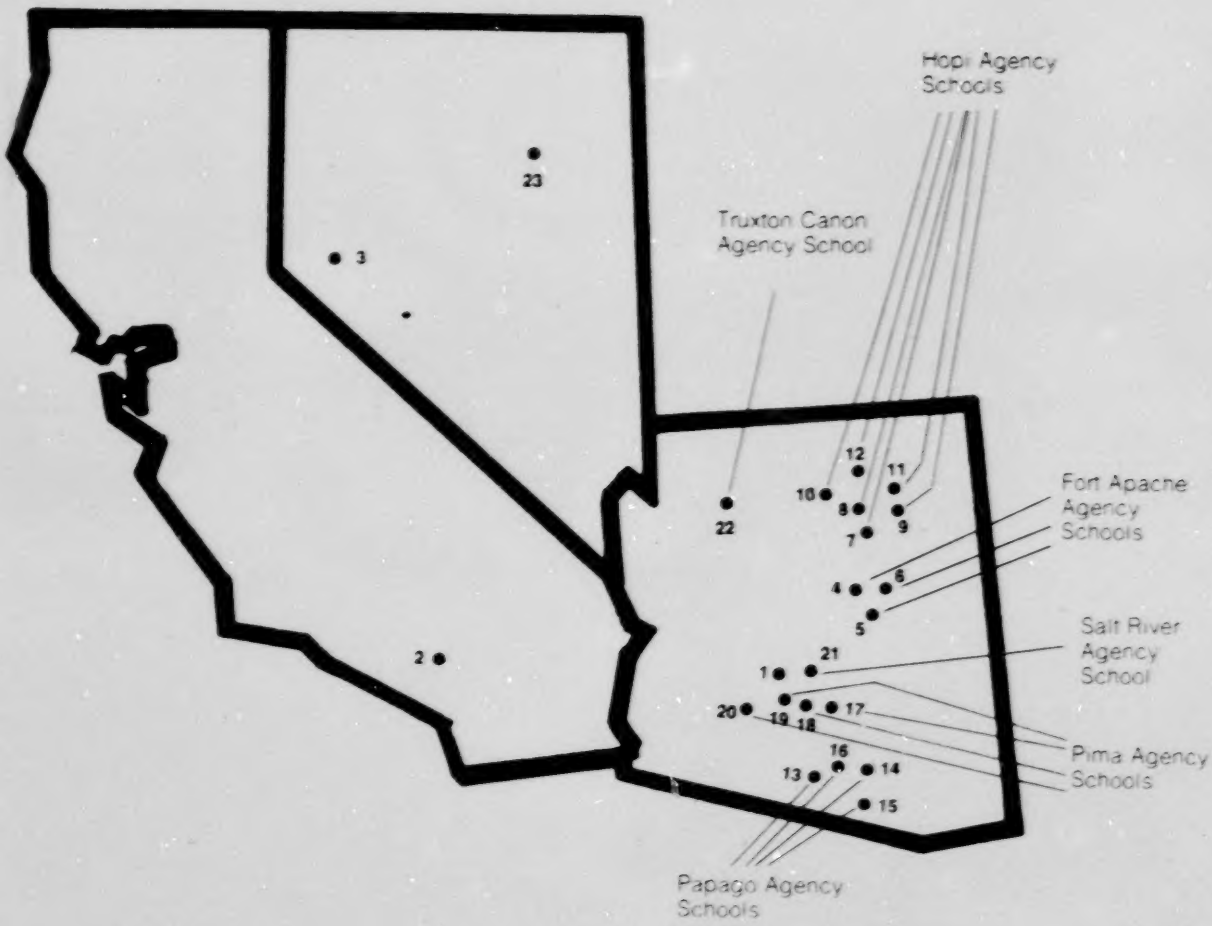


Figure 2
Phoenix Area Schools



1. Phoenix Indian High School
2. Sherman Indian High School
3. Stewart Indian High School
4. Cibecue Day School
5. John F. Kennedy Day School
6. Theodore Roosevelt Boarding School
7. Hopi Day School
8. Hotevilla Day School
9. Keams Canyon Boarding School
10. Moencopi Day School
11. Polacca Day School
12. Second Mesa Day School
13. Kerwo Day School
14. Santa Rosa Boarding School
15. Santa Rosa Ranch Day School
16. Vaya Chin Day School
17. Blackwater Demonstration School
18. Casa Blanca Day School
19. Gila Crossing Day School
20. St. John's Mission School
21. Salt River Day School
22. Supai Day School
23. Duckwater

Table 1
Enrollment in the Phoenix Area Schools by Agency and School for School Year 1974-75

Agency & School	Grades Served	Number of Students
ELEMENTARY SCHOOLS		
Duckwater	1-8	21
Fort Apache Agency		
Cibecue Day School	K-8	251
Theodore Roosevelt Bdg.	5-8	193
John F. Kennedy Day	1-6	106
Hopi Agency		
Hopi Day School	1-8	178
Hotevilla Day School	1-6	116
Keams Canyon Bdg./Day	K-8	282
Moencopi Day School	1-4	58
Polacca Day School	K-6	158
Second Mesa Day School	K-6	230
Papago Agency		
Kerwo Day School	K-4	55
Santa Rosa Boarding/Day	K-8	415
Santa Rosa Ranch Day	K-5	18
Vaya Chin Day School	K-4	85
Pima Agency		
Blackwater Demonstration*	K-1	32
Casa Blanca Day School	K-4	124
Gila Crossing Day School	K-5	163
St. John's Indian School**	1-12	210
Salt River Agency		
Salt River Day School	K-6	222
Truxton Canon Agency		
Supai Day School	K-4	39
HIGH SCHOOLS* **		
Phoenix Indian High School	7-12	686
Sherman Indian High School	9-12	640
Stewart Indian High School	8-12	378

*=Contracted to Community
**=Catholic Mission School
***=Off-Reservation Schools

Table 2
Expenditures/School

School	Instructional Components						Supportive Components			
	Reading	Bilingual Language	Math	Special Education	Total Academic	Science	Dissemination	Administration	Parent Council Cost	Totals
Polacca Day					105,042		52			105,094
Keams Canyon Bdg				20,102	159,335			54,577		234,014
Moencopi Day					40,413					40,413
Second Mesa Day					128,479					128,479
Hotevilla Day School										
Hopi Day				18,582	50,461					69,043
Cibecue Day					125,370					125,370
Theodore Roosevelt Boarding					61,219			7,109	597	68,925
John F. Kennedy Day					56,256					56,256
Kerwo Day					40,429		235		585	41,249
Santa Rosa Bdg	183,620			39,084			350		500	223,554
Santa Rosa Ranch	6,157	6,157	2,867				270	32,953	150	48,554
Vaya Chin Day	38,301		8,123	16,351			375		150	63,300
Blackwater Day					22,542				144	22,686
Casa Blanca Day					63,632			18,306		81,938
Gila Crossing Day					78,404					78,404
St. John's Elem.	26,485		20,242							46,727
Salt River Day					112,337		-0-	5,301	-0-	117,638
Supai Day					53,869					53,869
Phoenix Indian	10,913			10,901	140,996		500	14,640	316	178,266
Sherman Indian	55,104		21,803	33,971				8,671	2,165	121,714
Stewart Indian	34,000		24,053	36,911						94,964
Phoenix Area Office								131,646		131,646
Hopi Follow Through					23,375					23,375
St. John's High	25,980		21,042							47,022
Duckwater	19,803		4,093							23,896
TOTALS	**400,363**	**6,157**	**102,223**	**175,902**	**1,262,159**		**1,782**	**273,203**	**4,607**	**2,226,396**

Table 3
Student Participation by Component and School

School	Reading		Language		Mathematics		Special Education		Science	
	Grades	No of Students	Grades	No of Students	Grades	No of Students	Grades	No of Students	Grades	No of Students
Kearns Canyon Brdg	1-8	218	1-8	216	1-8	228	1-8	20		
Moencopi Day	K-5	76	K-5	76	K-5	76				
Hopi Day	1-6	96	1-6	96	1-6	96	1-7	20		
Second Mesa Day	K-6	231	K-6	231	K-6	231	K-6	20		
Polacca Day	K-6	171	K-6	63	K-6	63	K-6	15		
Cibecue Day	K-8	252	K-8	252			K-8	40		
John F. Kennedy Day	K-6	112	K-6	112	K-6	112				
Theodore Roosevelt Brdg	5-8	200	5-8	200			5-8	30		
Salt River Day	K-6	250	K-6	250	K-6	250	K-6	50		
Supai Day	1-5	36	1-5	36						
Phoenix Indian High	7-12	350			7-9	250	7-12	35	7-9	250
Sherman Indian High	9-12	289			9-12	90	9-12	35		
Stewart Indian High	9-12	93			9-12	190	9-12	49		
St. John's High	9	48			9	48				
St. John's Elem	1-8	46			1-8	37				
Blackwater	K-1	46	K-1	46	K-1	46			K-1	46
Casa Blanca Day	K-4	120	K-4	120	K-4	120	K-4	130		
Gila Crossing Day	K-5	185	1-5	150	1-5	150	K-5	15		
Vaya Chin Day	K-4	84	K-4	84	2-4	25	2-4	11		
Kerwo Day	K-4	26	K-4	8	K-4	54				
Santa Rosa Ranch Day	K-5	18	K-5	18	K-5	18				
Santa Rosa Brdg	K-8	260	K-8	260	K-8	334				
Duckwater	1-8	21	1-8	21	1-8	21				

Table 4
Number of Professional and Para-Professional Staff of the Reading Components

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title1
Blackwater School	2 teachers		2 aides	2 aides
Casa Blanca Day School	7 teachers	1 teacher	1 aide	4 aides
Cibecue Day School		2 teachers		11 aides
Gila Crossing Day School	7 teachers	1 teacher	1 aide	7 aides
Hopi Day School	5 teachers	2 teachers		4 aides
Hotevilla Day School				
John F. Kennedy Day Sch.	6 teachers	1 teacher	1 aide	4 aides
Keams Canyon Brdg. Sch.	2 teachers	2 teachers	1 aide	3 aides
Kerwo Day School	1 teacher	1 teacher		1 aide
Moencopi Day School	4 teachers	1 teacher	1 aide	1 aide
Phoenix Indian High Sch.	4 teachers	2 teachers		5 aides
Polacca Day School	8 teachers	2 teachers	2 aides	3 aides
St. John's Elementary Sch.		2 teachers		2 aides
St. John's High School		1 teacher		1 aide
Salt River Day School			2 aides	
Santa Rosa Brdg. Sch.				
Santa Rosa Ranch Sch.	1 teacher		1 aide	1 aide
Second Mesa Day Sch.	2 teachers	4 teachers	2 aides	6 aides
Sherman Indian High Sch.	3 teachers	1 teacher		6 aides
Stewart Indian High Sch.		2 teachers		2 aides
Supai Day School	2 teachers	1 teacher	1 aide	2 aides
Theodore Roosevelt Sch.	1 teacher	1 teacher		3 aides
Vaya Chin Day School	3 teachers	1 teacher		6 aides
Duckwater School				

Table 5
Number of Professional and Para-Professional
Staff for the Oral Language Components

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Blackwater	2 teachers		2 aides	2 aides
Casa Blanca Day	7 teachers	1 teacher	1 aide	4 aides
Cibecue Day		2 teachers		11 aides
Gila Crossing Day	7 teachers	1 teacher	1 aide	7 aides
Hopi Day School	5 teachers	2 teachers		4 aides
Hotevilla Day				
John F. Kennedy Day	6 teachers	1 teacher	1 aide	4 aides
Keams Canyon Brdg.	3 teachers	2 teachers	1 aide	3 aides
Kerwo Day	1 teacher	1 teacher		1 aide
Moencopi Day	4 teachers	1 teacher	1 aide	1 aide
Phoenix Indian High				
Polacca Day		1 teacher		1 aide
St. John's Elementary				
St. John's High				
Salt River Day				
Santa Rosa Brdg.				
Santa Rosa Ranch	1 teacher		1 aide	1 aide
Second Mesa Day	2 teachers	4 teachers	2 aides	6 aides
Sherman Indian High				
Stewart Indian High				
Supai Day	2 teachers	1 teacher	1 aide	2 aides
Theodore Roosevelt	2 teachers			
Vaya Chin Day				
Duckwater				

Table 6
Number of Professional and Para-Professional Staff for the Math Components

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Blackwater	2 teachers		2 aides	2 aides
Casa Blanca Day	7 teachers	1 teacher	1 aide	4 aides
Cibecue Day				
Gila Crossing Day	7 teachers	1 teacher	1 aide	7 aides
Hopi Day	5 teachers	2 teachers		4 aides
Hotevilla Day				
John F. Kennedy Day	6 teachers	1 teacher	1 aide	4 aides
Keams Canyon Brdg.	1 teacher			2 aides
Kerwo Day		1 teacher		1 aide
Moencopi Day	4 teachers	1 teacher	1 aide	1 aide
Phoenix Indian High	2 teachers	1 teacher		2 aides
Polacca Day		1 teacher		1 aide
St. John's Elementary		2 teachers		2 aides
St. John's High		1 teacher		1 aide
Salt River Day				
Santa Rosa Brdg.				
Santa Rosa Ranch	1 teacher		1 aide	1 aide
Second Mesa Day	2 teachers	4 teachers	2 aides	6 aides
Sherman Indian High		1 teacher		1 aide
Stewart Indian High	2 teachers	1 teacher		2 aides
Supai Day				
Theodore Roosevelt				
Vaya Chin Day		1 teacher		
Duckwater				

Table 7
Number of Professional and Para-Professional Staff for the Special Education Components

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Blackwater				
Casa Blanca Day		1 teacher		
Cibecue Day		1 teacher		1 aide
Gila Crossing Day		1 teacher		1 aide
Hopi Day		1 teacher		1 aide
Hotevilla Day				
John F. Kennedy Day				
Keams Canyon Brdg.		1 teacher		1 aide
Kerwo Day				
Moencopi Day				
Phoenix Indian High	1 teacher	1 teacher		1 aide
Polacca Day				
St. John's Elementary				
St. John's High				
Salt River Day				
Santa Rosa Brdg.		2 teachers		1 aide
Santa Rosa Ranch				
Second Mesa Day		1 teacher		1 aide
Sherman Indian High		2 teachers		2 aides
Stewart Indian High	1 teacher	2 teachers		2 aides
Supai Day				
Theodore Roosevelt		1 teacher		1 aide
Vaya Chin Day				1 aide
Duckwater				

Table 8
Number of Professional and Para-Professional Staff for the Science Components

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Blackwater	2 teachers		2 aides	2 aides
Casa Blanca Day				
Cibecue				
Gila Crossing Day				
Hopi Day				
Hotevilla Day				
John F. Kennedy Day				
Keams Canyon Brdg.				
Kerwo Day				
Moencopi Day				
Phoenix Indian High	1 teacher	2 teachers		2 aides
Polacca Day				
St. John's Elementary				
St. John's High				
Salt River Day				
Santa Rosa Brdg.				
Santa Rosa Ranch				
Second Mesa Day				
Sherman Indian High				
Stewart Indian High				
Supai Day				
Theodore Roosevelt				
Vaya Chin Day				
Duckwater				

Tablo 9
Number of Professional and Para-Professional
Staff for the Total Academic

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Blackwater				
Casa Blanca Day				
Cibecue Day				
Gila Crossing Day				
Hopi Day				
Hotevilla Day				
John F. Kennedy Day				
Keams Canyon Brdg.				
Kerwo Day				
Moencopi Day				
Phoenix Indian				
Polacca Day				
St. John's Elem.				
St. John's High				
Salt River Day	10 teachers	6 teachers	2 aides	9 aides
Santa Rosa Brdg.	8 teachers	3 teachers	4 aides	4 aides
Santa Rosa Ranch				
Second Mesa Day				
Sherman Indian				
Stewart Indian				
Supai Day				
Theodore Roosevelt Brdg.				
Vaya Chin Day				
Duckwater				

Figure 3
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a Second Grade Reading Program

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Table 10
2nd Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi Day School	+ .5	.6	− .1
Polacca	+1.0	.5	+ .5
Keams Canyon Boarding Sch.	+ .9	.7	+ .2
Hopi Day	+1.7	1.0	+ .7
Second Mesa	+1.6	.7	+ .9
Vaya Chin School	+1.4	.5	+ .9
Kerwo	+1.0	.6	+ .4
Santa Rosa Boarding	+1.0	.7	+ .3
St. John's Indian School	+1.7	.5	+1.2
Gila Crossing Day School	+ .8	.5	+ .3
Casa Blanca Day School	+ .9	.6	+ .3
Cibecue	+ .6	.5	+ .1
Salt River Day School	+ .4	.8	− .4

Figure 4
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a Third Grade Reading Program

Table 11
3rd Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi Day School	+ .3	.5	− .2
Polacca	+1.0	.6	+ .4
Keams Canyon	+1.0	.5	+ .5
Hopi Day	+1.1	.8	+ .3
Second Mesa	+1.1	.6	+ .5
Vaya Chin School	+1.0	.4	+ .6
Kerwo	+ .6	.6	0
Santa Rosa Ranch	+2.8	.7	+2.1
Santa Rosa Boarding	+ .5	.5	0
St. John's Indian School	+ .8	.4	+ .4
Gila Crossing Day School	+ .8	.4	+ .4
Casa Blanca Day School	+ .3	.5	− .2
Cibecue	+ .6	.4	+ .2
Salt River	+ .7	.5	+ .2

Figure 5
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 4th Grade Reading Program

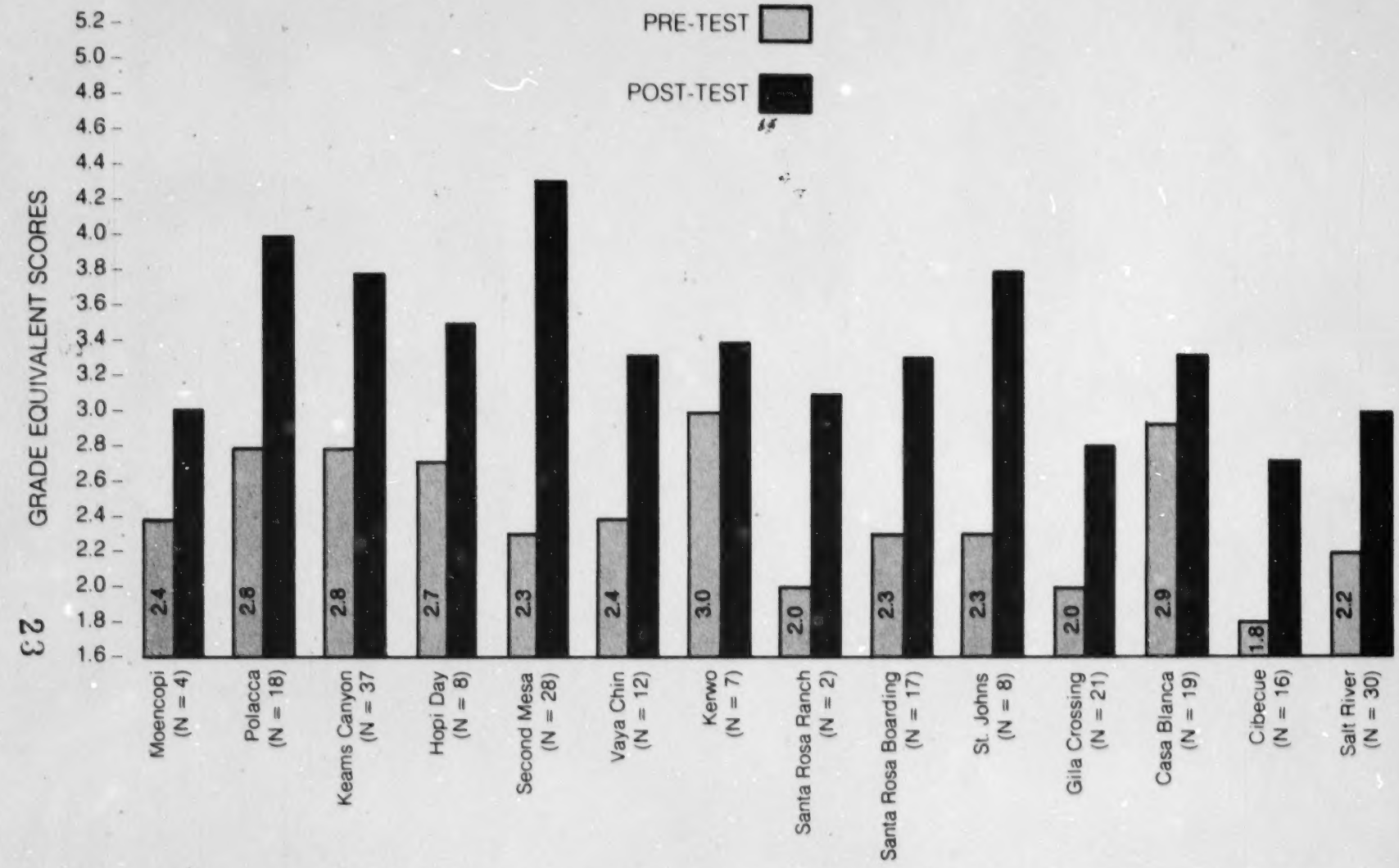


Table 12
4th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi Day School	+ .7	.5	+ .2
Polacca	+1.3	.6	+ .7
Keams Canyon	+1.0	.6	+ .4
Hopi Day	+ .8	.5	+ .3
Second Mesa	+2.0	.5	+1.5
Vaya Chin	+ .9	.5	+ .4
Kerwo	+ .4	.6	− .2
Santa Rosa Ranch	+1.1	.4	+ .7
Santa Rosa Boarding	+1.0	.5	+ .5
St. John's	+1.5	.5	+1.0
Gila Crossing	+ .8	.4	+ .4
Casa Blanca	+ .4	.6	− .2
Cibecue	+ .8	.4	+ .4
Salt River	+ .8	.4	+ .4

Figure 6
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 5th Grade Reading Program

Table 13
5th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	+ .6	.5	+ .1
Polacca	+ .6	.6	0
Keams Canyon	+ .9	.5	+ .4
Hopi Day	+1.0	.7	+ .3
Second Mesa	+1.0	.5	+ .5
Santa Rosa Ranch	+1.3	.4	+ .9
Santa Rosa Boarding	+1.2	.3	+ .9
St. John's	+ .8	.4	+ .4
Gila Crossing	+1.3	.3	+1.0
Cibecue	+ .5	.4	+ .1
Salt River	+ .7	.5	+ .2

Figure 7
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 6th Grade Reading Program

Table 14
6th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Polacca	+ .4	.5	− .1
Keams Canyon	+ .9	.6	+ .3
Hopi Day	+1.3	.6	+ .7
Second Mesa	+ .8	.6	+ .2
Santa Rosa Boarding	+1.2	.3	+ .9
St. John's	+1.5	.4	+1.1
Cibecue	+ .7	.4	+ .3
Theodore Roosevelt	+ .4	.5	− .1
Salt River	+ .7	.5	+ .2

Figure 8
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 7th Grade Reading Program

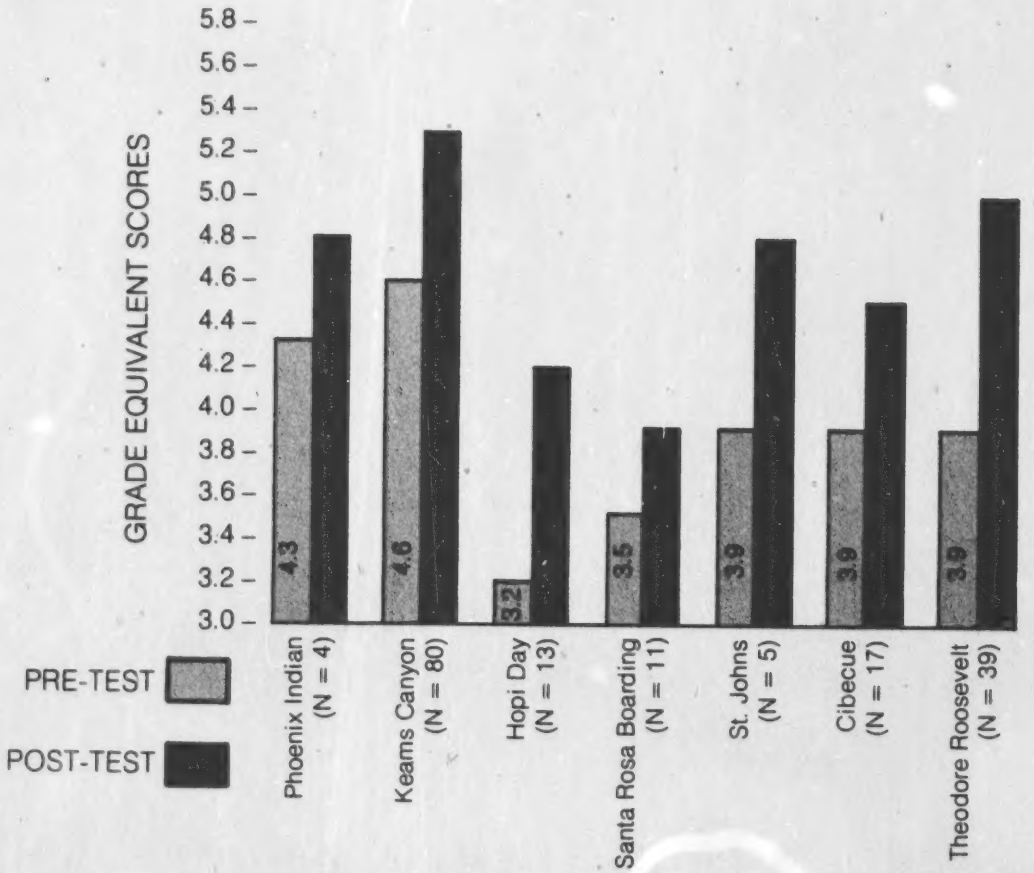


Table 15
7th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .6	.5	+.1
Keams Canyon	+ .7	.5	+.2
Hopi Day	+1.0	.4	+.6
Santa Rosa Boarding	+ .4	.4	0
St. John's	+ .9	.5	+.4
Cibecue	+ .6	.5	+.1
Theodore Roosevelt	+1.1	.4	+.7

Figure 9
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 8th Grade Reading Program

Table 16
8th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .8	.6	+ .2
Keams Canyon	+1.0	.5	+ .5
Hopi Day	+ .7	.5	+ .2
Santa Rosa Boarding	+1.4	.4	+1.0
St. John's	0	.5	− .5
Cibecue	− .2	.4	− .6
Theodore Roosevelt	+1.1	.4	+ .7

Figure 10
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 9th Grade Reading Program

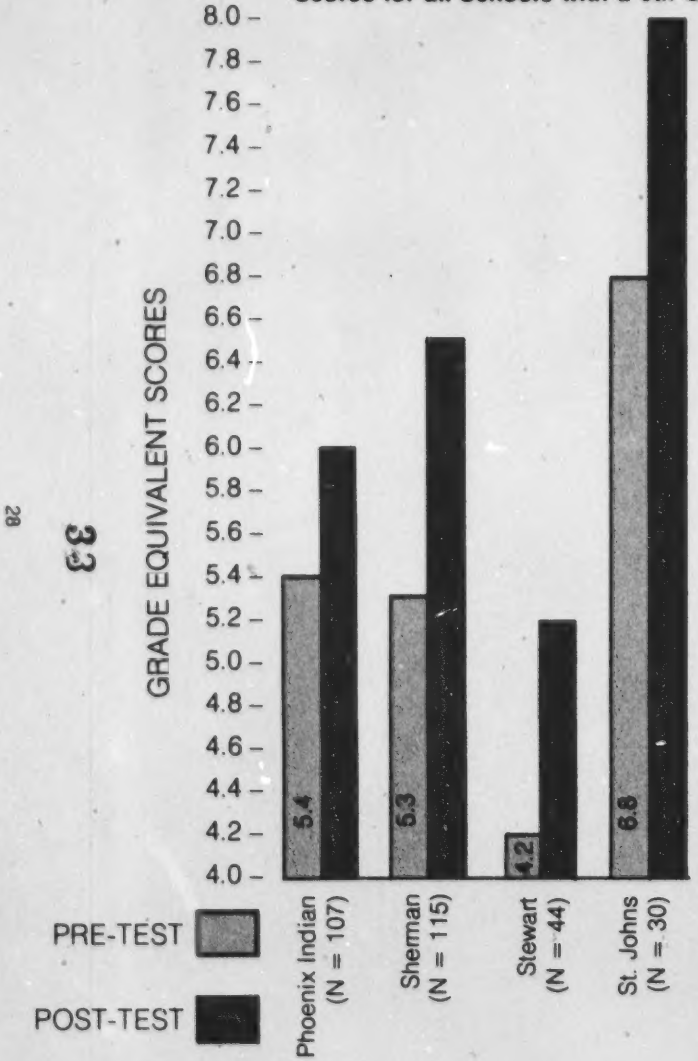


Figure 11
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 10th Grade Reading Program

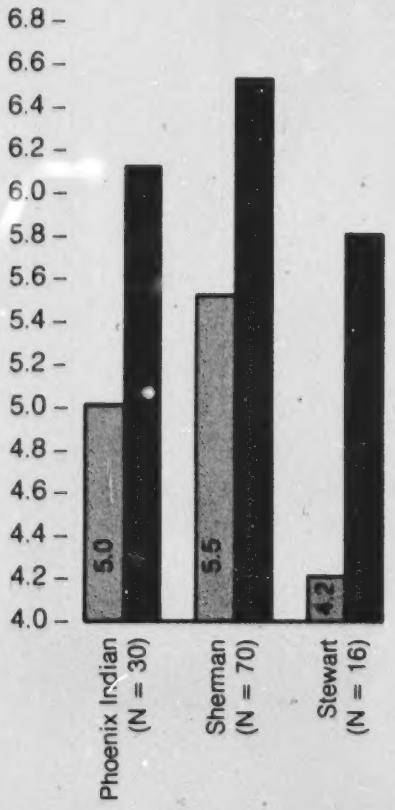


Table 17
9th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .6	.5	+.1
Sherman	+1.3	.5	+.8
Stewart	+1.0	.4	+ .6
St. John's	+1.2	.6	+ .6

Table 18
10th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+1.1	.4	+ .7
Sherman	+1.1	.4	+ .7
Stewart	+1.6	.3	+1.3

Figure 12
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with an 11th Grade Reading Program

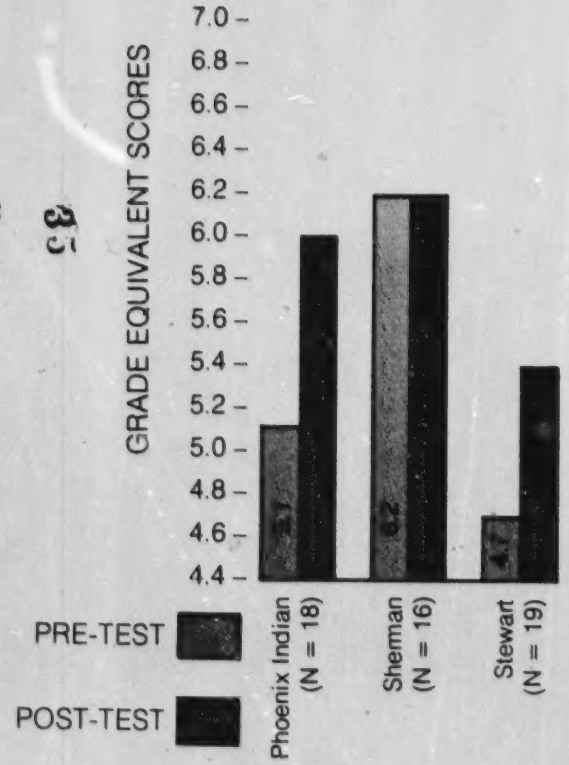


Figure 13
Pre-Post California Achievement Test Total Reading Grade Equivalent Scores for all Schools with a 12th Grade Reading Program

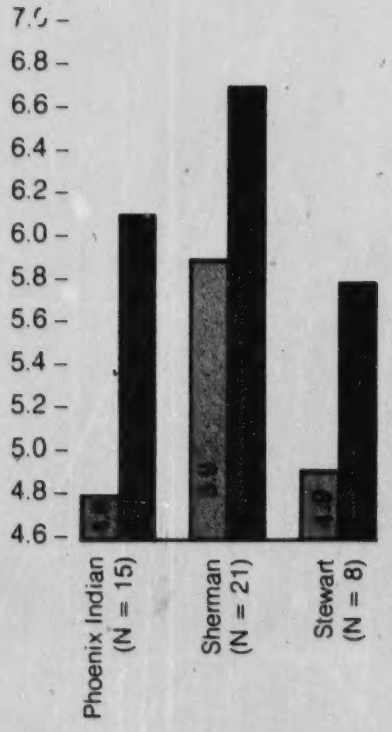


Table 19
11th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+1.0	.4	+.6
Sherman	0	.5	−.5
Stewart	+ .7	.3	+.4

Table 20
12th Grade
Reading Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+1.3	.3	+1.0
Sherman	+ .8	.4	+ .4
Stewart	+1.0	.3	+ .7

Figure 14
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 2nd Grade Language Program

Table 21
2nd Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	+ .2	.4	− .2
Polacca	+ .8	.4	+ .4
Keams Canyon	+1.5	.5	+1.0
Hopi Day	+ .8	1.1	− .3
Second Mesa	+1.8	.5	+1.3
Vaya Chin	+1.4	.3	+1.1
Kerwo	+1.0	.4	+ .6
Santa Rosa Boarding	+ .4	.9	− .5
Gila Crossing	+ .8	.4	+ .4
Casa Blanca	+1.4	.4	+1.0
Cibecue	+ .3	.4	− .1
John F. Kennedy	+ .3	.5	− .2
Salt River	+ .7	.6	+ .1

Figure 15
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 3rd Grade Language Program

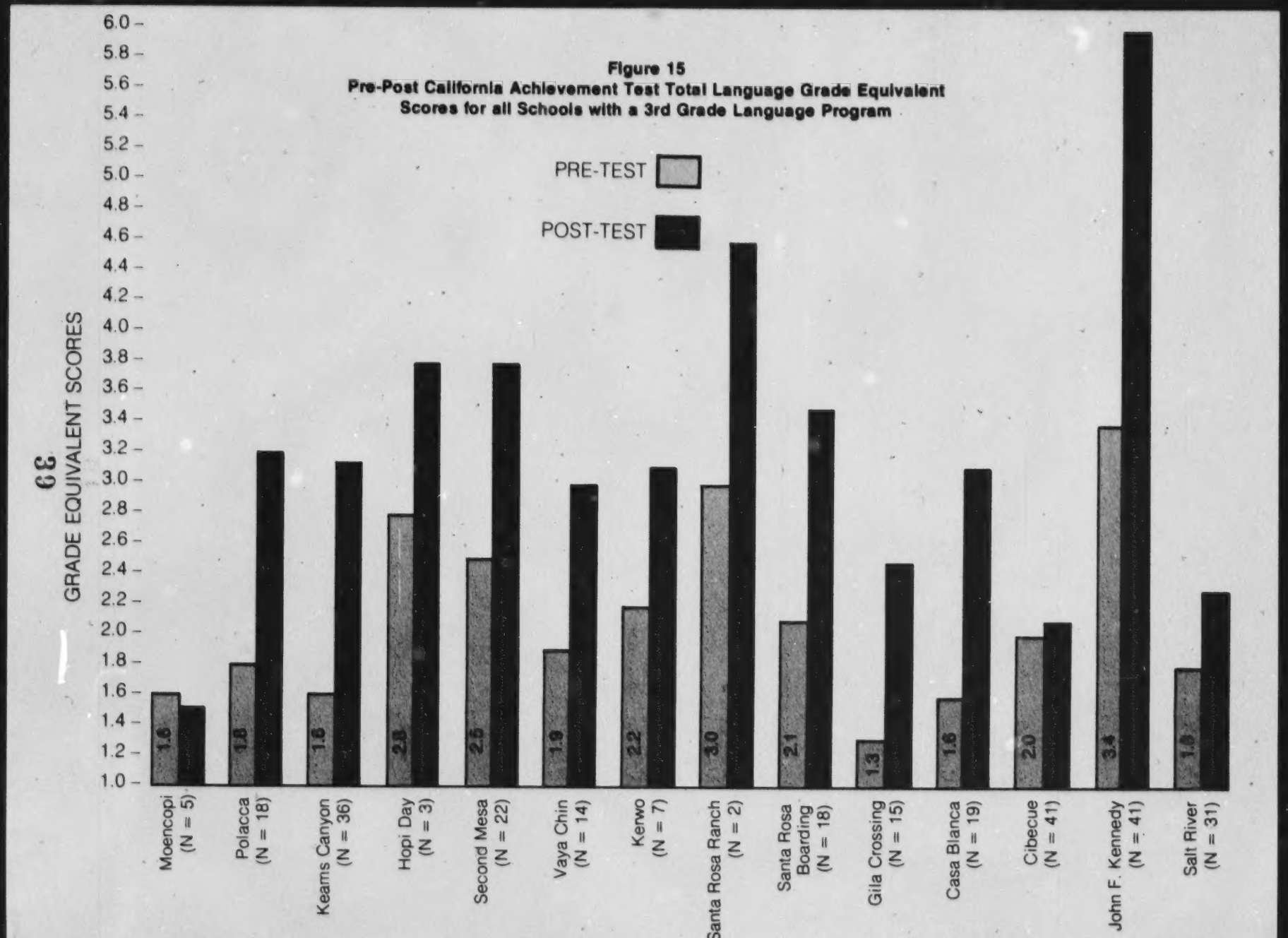


Table 22
3rd Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	0	.4	− .4
Polacca	+1.4	.5	+ .9
Keams Canyon	+1.5	.4	+1.1
Hopi Day	+1.0	.8	+ .2
Second Mesa	+1.3	.7	+ .6
Vaya Chin	+1.1	.5	+ .6
Kerwo	+ .9	.6	+ .3
Santa Rosa Ranch	+1.6	.8	+ .8
Santa Rosa Boarding	+1.4	.6	+ .8
Gila Crossing	+1.2	.4	+ .8
Casa Blanca	+1.5	.4	+1.1
Cibecue	+ .2	.5	− .3
John F. Kennedy	+2.5	.9	+1.6
Salt River	+ .5	.5	0

Figure 16
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 4th Grade Language Program

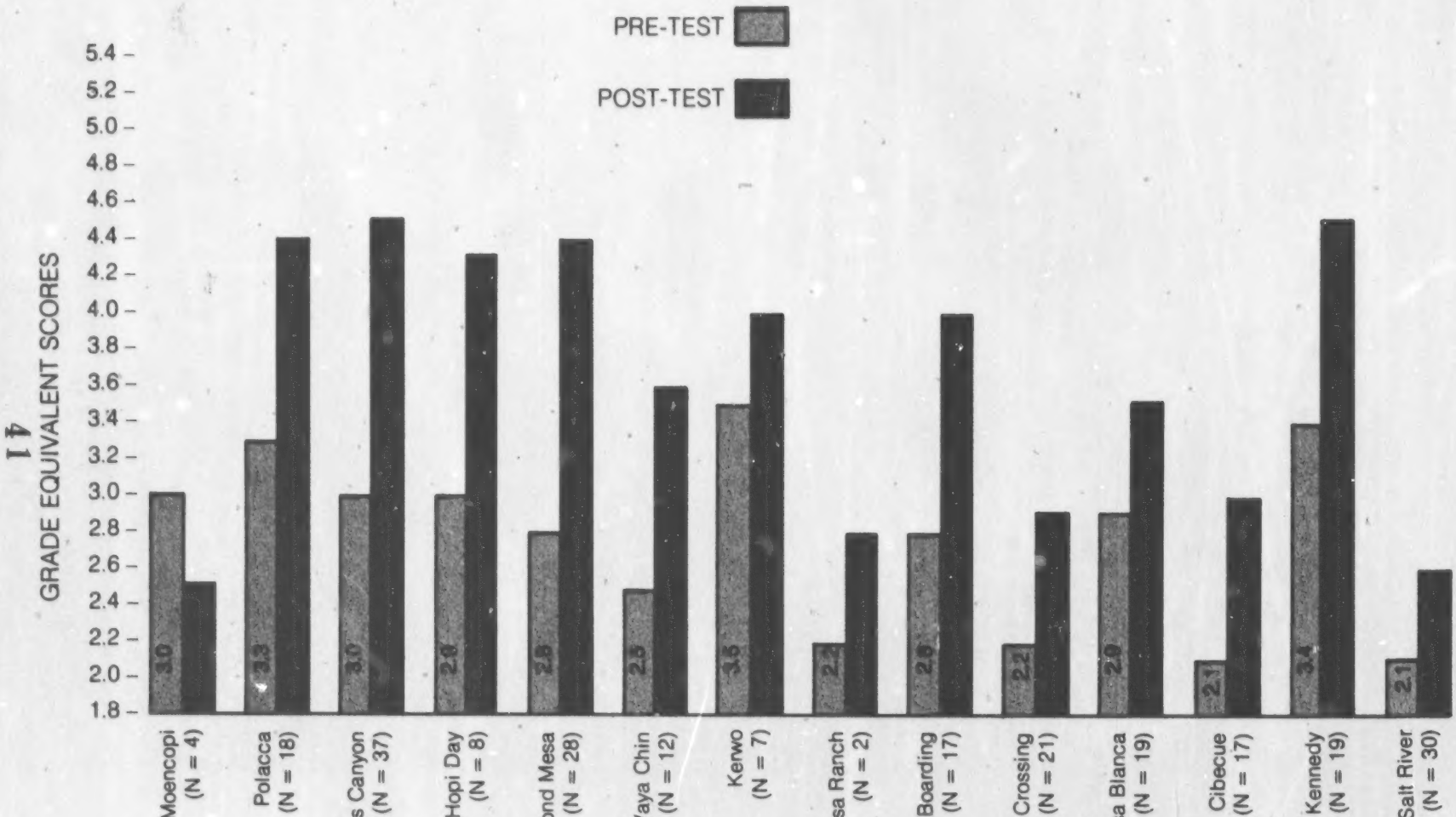


Table 23
4th Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	− .5	.6	−1.1
Polacca	+1.1	.7	+.4
Keams Canyon	+1.6	.6	+1.0
Hopi Day	+1.4	.6	+ .8
Second Mesa	+1.6	.6	+1.0
Vaya Chin	+1.1	.5	+ .6
Kerwo	+ .5	.7	− .2
Santa Rosa Ranch	+ 1.7	.4	+ .3
Santa Rosa Boarding	+1.3	.6	+ .7
Gila Crossing	+ .7	.4	+ .3
Casa Blanca	+ .7	.6	+ .1
Cibecue	+ .9	.4	+ .5
John F. Kennedy	+1.1	.7	+ .4
Salt River	+ .5	.4	+ .1

Figure 17
Pre-Post California Achievement Test Total Language
Grade Equivalent Scores for all Schools with a
5th Grade Language Program

Table 24
5th Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	−2.2	.7	−2.9
Polacca	+1.0	.7	+ .3
Keams Canyon	+1.5	.6	+ .9
Hopi Day	+1.9	.7	+1.2
Second Mesa	+2.4	.6	+1.8
Santa Rosa Ranch	+3.5	.6	+2.9
Santa Rosa Boarding	+ .5	.4	+ .1
Gila Crossing	+ .4	.6	− .2
Cibecue	+ .6	.4	+ .2
John F. Kennedy	+ .8	.6	+ .2
Salt River	+ .8	.5	+ .3

Figure 18
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 6th Grade Language Program

Table 25
6th Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Polacca	+ .6	.5	+ .1
Keams Canyon	+1.1	.7	+ .4
Second Mesa	+2.1	.8	+1.3
Santa Rosa Boarding	+ .5	.5	0
Cibecue	+ .9	.5	+ .4
John F. Kennedy	+ .5	.5	0
Theodore Roosevelt	+ .9	.5	+ .4
Salt River	+1.0	.6	+ .4

Figure 19
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 7th Grade Language Program

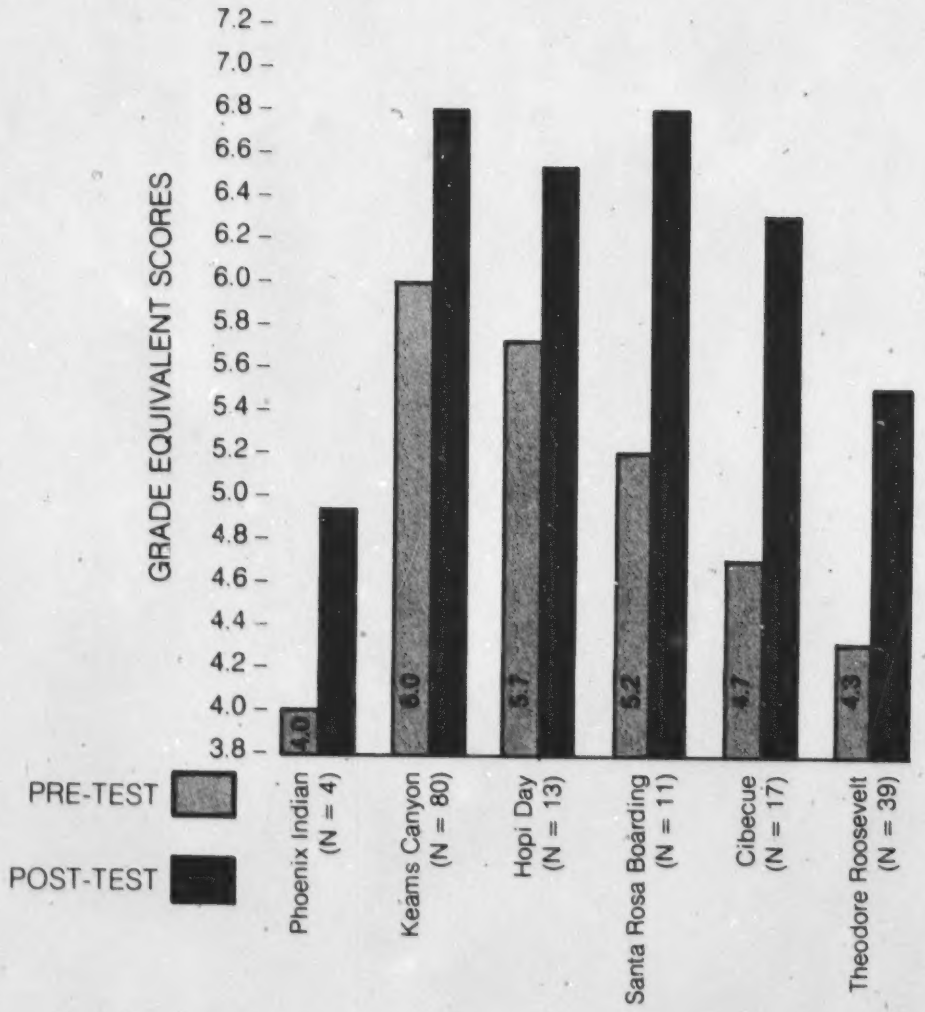


Table 26
7th Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .9	.5	+ .4
Keams Canyon	+ .8	.7	+ .1
Hopi Day	+ .8	.7	+ .1
Santa Rosa Boarding	+1.6	.6	+1.0
Cibecue	+1.6	.5	+1.1
Theodore Roosevelt	+1.3	.5	+ .8

Figure 20
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 8th Grade Language Program

Figure 21
Pre-Post California Achievement Test Total Language Grade Equivalent Scores for all Schools with a 9th Grade Language Program

Table 27
8th Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+1.2	.6	+ .6
Keams Canyon	+ .8	.7	+ .1
Hopi Day	+1.7	.6	+1.1
Santa Rosa Boarding	+ .7	.6	+ .1
Cibecue	+1.2	.4	+ .8
Theodore Roosevelt	+1.3	.5	+ .8

Table 28
9th Grade
Language Component

School	Actual Gain Scores	Expected Gain Scores	Difference
St. John's	+.9	.6	+.3

Figure 22
Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 2nd Grade Math Program

Table 29
2nd Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	+ .6	.6	0
Polacca	+1.3	.5	+ .8
Keams Canyon	+1.0	.6	+ .4
Hopi Day	+1.2	.9	+ .3
Second Mesa	+1.3	.7	+ .6
Vaya Chin	+1.6	.3	+1.3
Kerwo	+ .7	.6	+ .1
Santa Rosa Boarding	+ .5	.7	− .2
St. John's	+1.2	.5	+ .7
Gila Crossing	+ .9	.4	+ .5
Casa Blanca	+1.2	.3	+ .9
Salt River	+ .7	.6	+ .1

Figure 23
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 3rd Grade Math Program

Table 30
3rd Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	+ .5	.5	0
Polacca	+1.2	.6	+.6
Keams Canyon	+ .9	.6	+.3
Hopi Day	+1.1	.6	+.5
Second Mesa	+1.1	.7	+.4
Vaya Chin	+1.3	.5	+.8
Kerwo	+ .6	.6	0
Santa Rosa Ranch	+ .3	.8	−.5
Santa Rosa Boarding	+ .6	.6	0
St. John's	+ .7	.4	+.3
Gila Crossing	+1.0	.3	+.7
Casa Blanca	+1.3	.5	+.8
Salt River	+ .9	.6	+.3

Figure 24
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 4th Grade Math Program

Table 31
4th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	+ .5	.5	0
Polacca	+ .8	.6	+ .2
Keams Canyon	+1.1	.6	+ .5
Hopi Day	+1.2	.4	+ .8
Second Mesa	+1.6	.6	+1.0
Vaya Chin	+ .6	.5	+ .1
Kerwo	+ .4	.6	− .2
Santa Rosa Ranch	+ .9	.5	+ .4
Santa Rosa Boarding	+1.0	.6	+ .4
St. John's	+1.0	.4	+ .6
Gila Crossing	+ .9	.4	+ .5
Casa Blanca	+ .9	.6	+ .3
Salt River	+ .6	.5	+ .1

Figure 25
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 5th Grade Math Program

Table 32
5th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Moencopi	0	.6	− .6
Polacca	+1.1	.6	+ .5
Keams Canyon	+1.1	.6	+ .5
Hopi Day	+1.1	.6	+ .5
Second Mesa	+1.4	.7	+ .7
Santa Rosa Ranch	+1.5	.5	+1.0
Santa Rosa Boarding	+1.2	.4	+ .8
St. John's	+1.1	.3	+ .8
Gila Crossing	+ .6	.5	+ .1
Salt River	+ .2	.5	− .3

Figure 26
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 6th Grade Math Program

Table 33
6th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Polacca	+ .4	.5	− .1
Keams Canyon	+1.2	.6	+ .6
Hopi Day	+1.1	.6	+ .5
Second Mesa	+2.5	.7	+1.8
Santa Rosa Boarding	+1.1	.4	+ .7
St. John's	+ .5	.4	+ .1
Salt River	0	.5	− .5

Figure 27
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 7th Grade Math Program

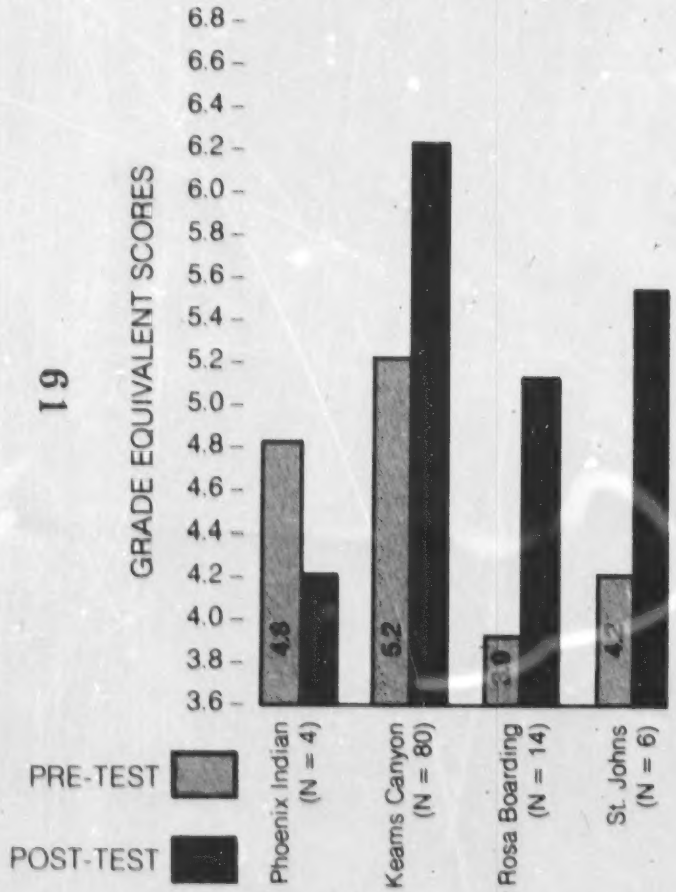


Figure 28
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 8th Grade Math Program

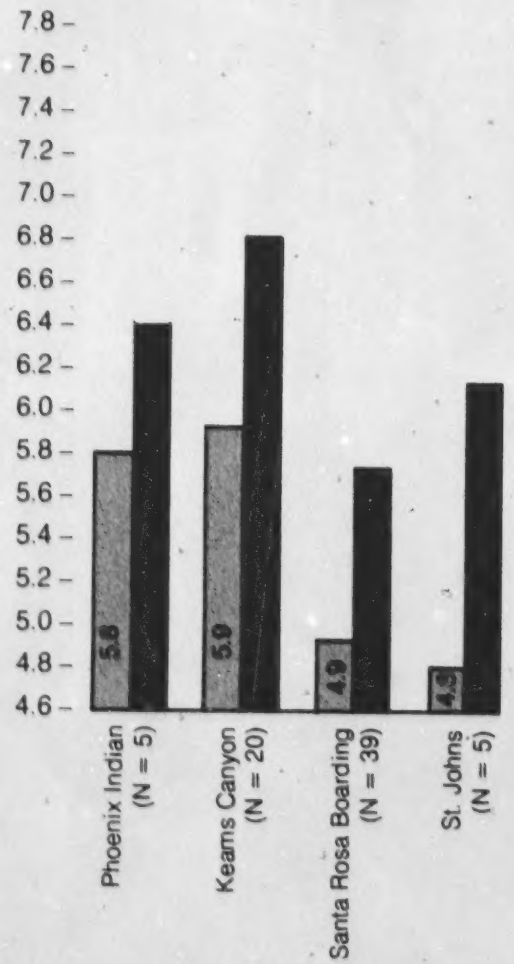


Table 34
7th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	− .5	.5	−1.0
Keams Canyon	+1.0	.6	+ .4
Santa Rosa Boarding	+1.2	.5	+ .7
St. John's	+1.3	.5	+ .8

Table 35
8th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .8	.6	+.2
Keams Canyon	+ .9	.6	+.3
Santa Rosa Boarding	+ .8	.5	+.3
St. John's	+1.3	.5	+.8

Figure 29
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for all Schools with a 9th Grade Math Program

Table 36
9th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .5	.6	− .1
Sherman	+ .8	.4	+ .4
Stewart	+ .6	.4	+ .2
St. John's	+2.3	.6	+1.7

Figure 30
Pre-Post California Achievement Test Total Math Grade Equivalent Scores for Grades 10-12 at Sherman and Stewart Indian High Schools.

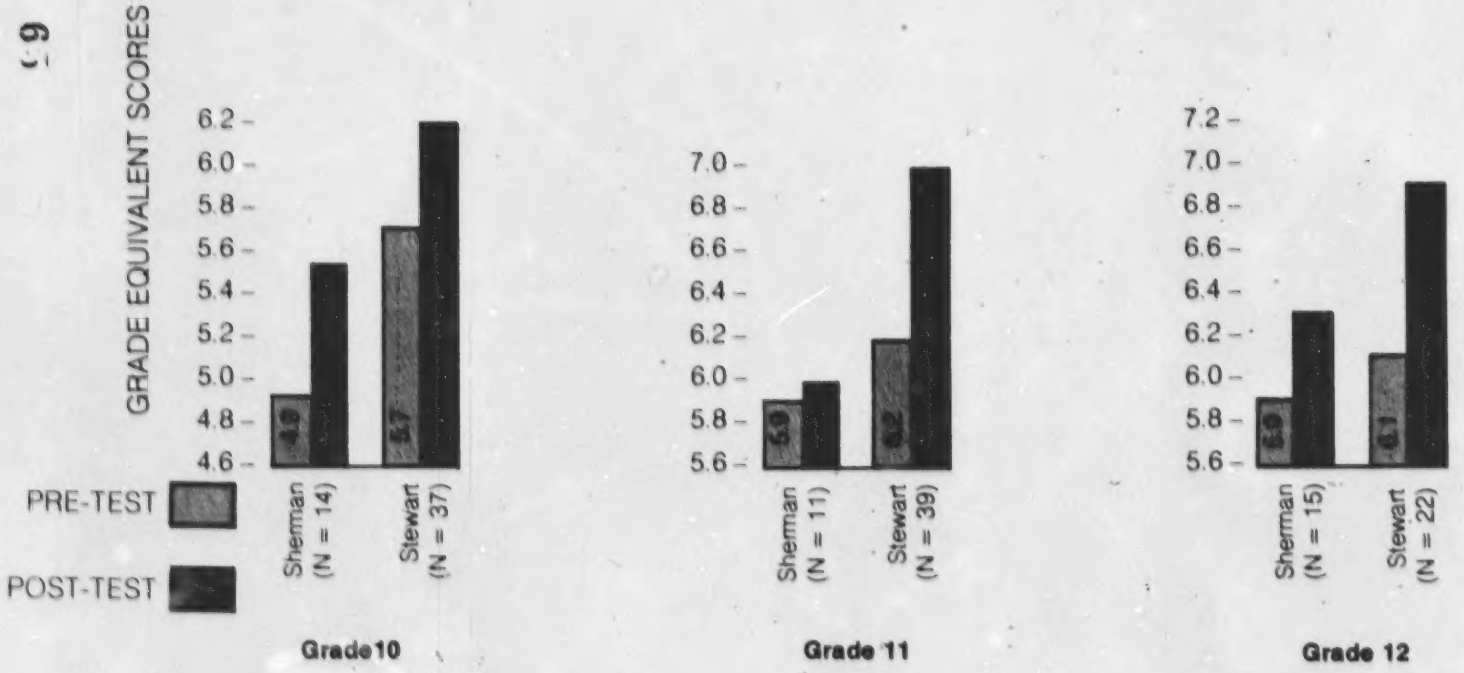


Table 37
10th–12th Grade
Math Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Sherman High School	+.5	.5	0
Stewart High School	+.6	.4	+.2
Sherman High School	+.1	.4	−.3
Stewart High School	+.8	.4	+.4
Sherman High School	+.4	.4	0
Stewart High School	+.8	.4	+.4

Figure 31
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 2nd Grade Special Education Program

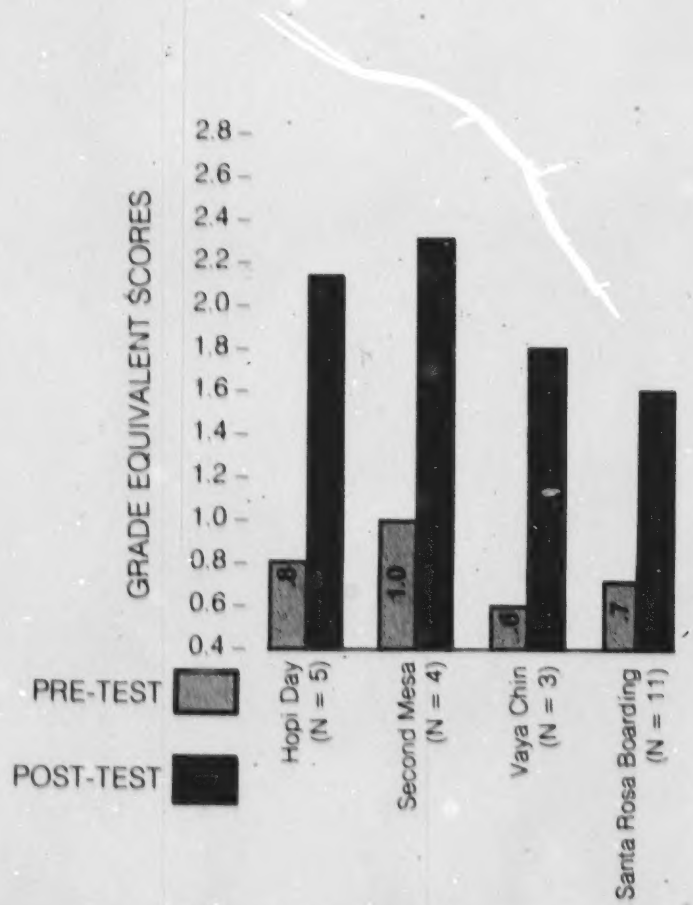


Table 38
2nd Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Hopi Day	+1.2	.3	+ .9
Second Mesa	+1.4	.4	+1.0
Vaya Chin	+1.2	.2	+1.0
Santa Rosa Boarding	+ .9	.3	+ .6

Figure 32
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 3rd Grade Special Education Program

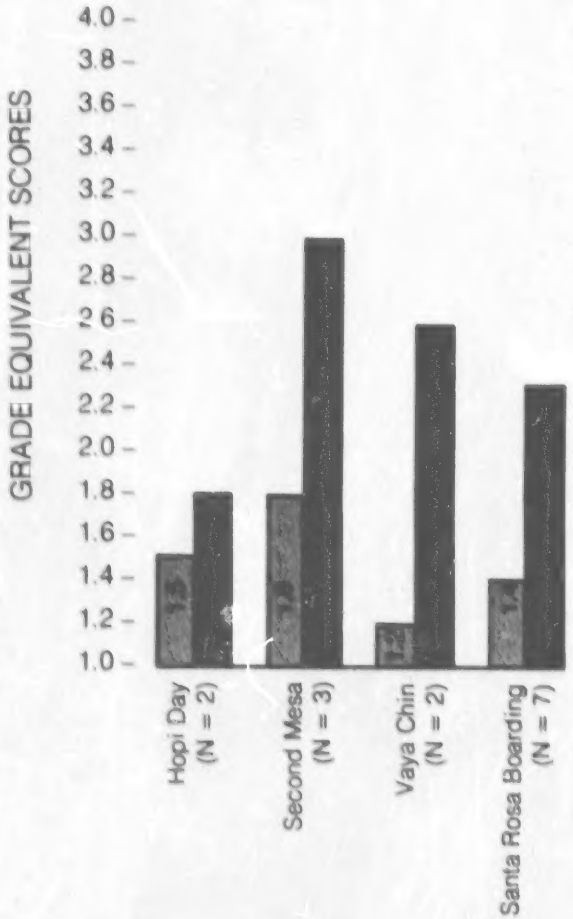


Figure 33
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 4th Grade Special Education Program

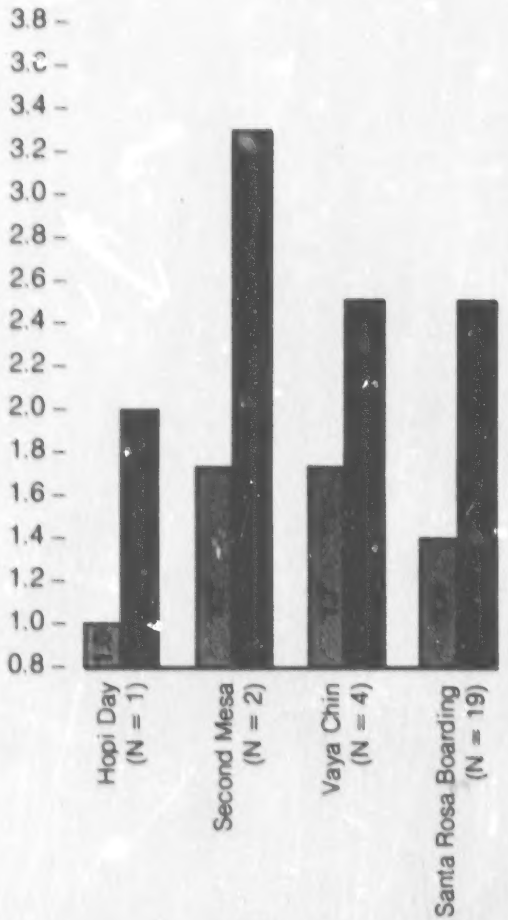


Table 39
3rd Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Hopi Day	+ .3	.6	− .3
Second Mesa	+1.1	.5	+ .6
Vaya Chin	+1.4	.3	+1.1
Santa Rosa Boarding	+1.0	.4	+ .6

Table 40
4th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Hopi Day	+1.0	.2	+ .8
Second Mesa	+1.6	.3	+1.3
Vaya Chin	+ .8	.3	+ .5
Santa Rosa Boarding	+1.1	.3	+ .8

Figure 34
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 5th Grade Special Education Program

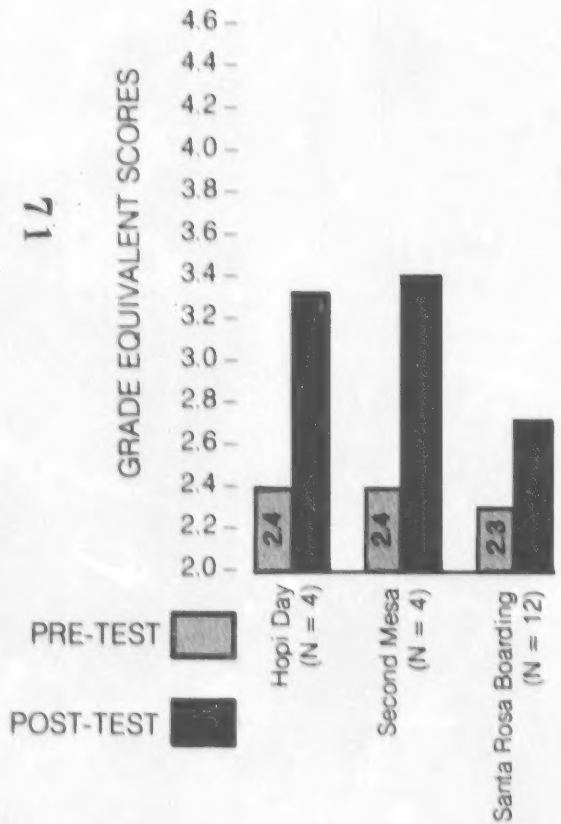


Figure 35
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 6th Grade Special Education Program

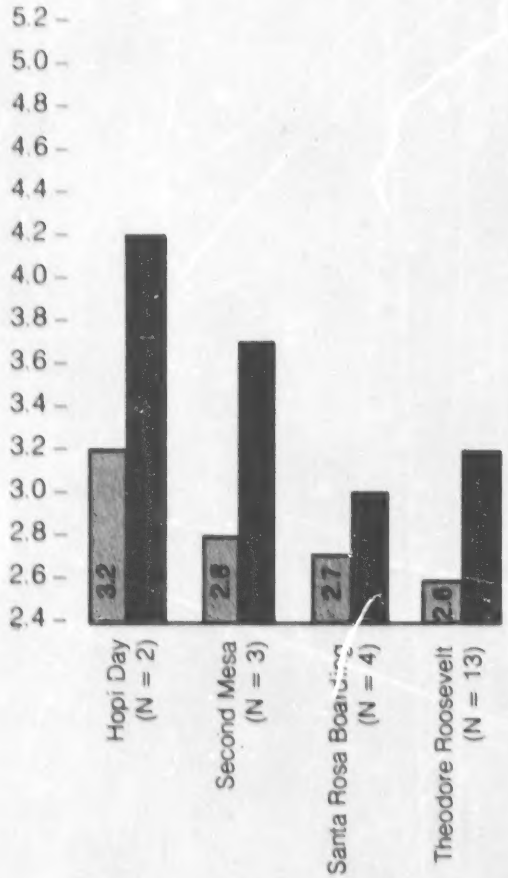


Table 41
5th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Hopi Day	+ .9	.4	+.5
Second Mesa	+1.0	.4	+.6
Santa Rosa Boarding	+ .4	.4	0

Table 42
6th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Hopi Day	+1.0	.4	+.6
Second Mesa	+ .9	.8	+.1
Santa Rosa Boarding	+ .3	.4	−.1
Theodore Roosevelt	+ .6	.3	+.3

Figure 36
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 7th Grade Special Education Program

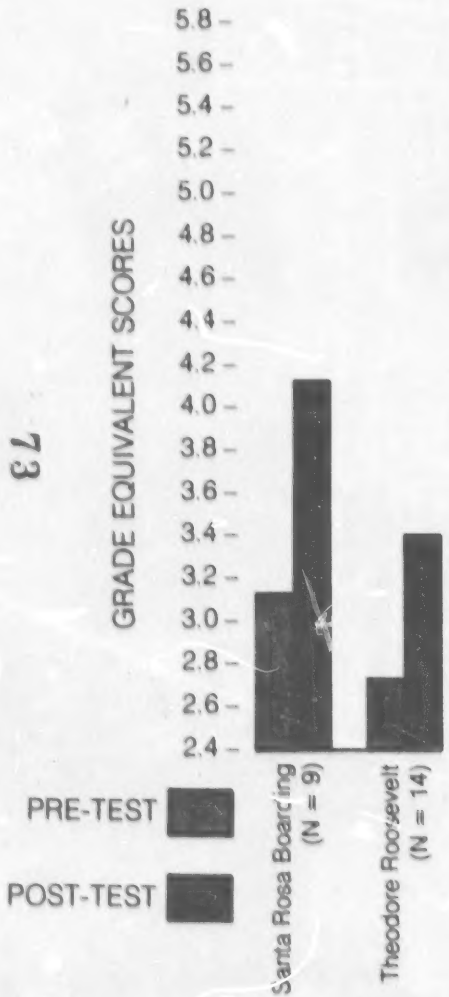
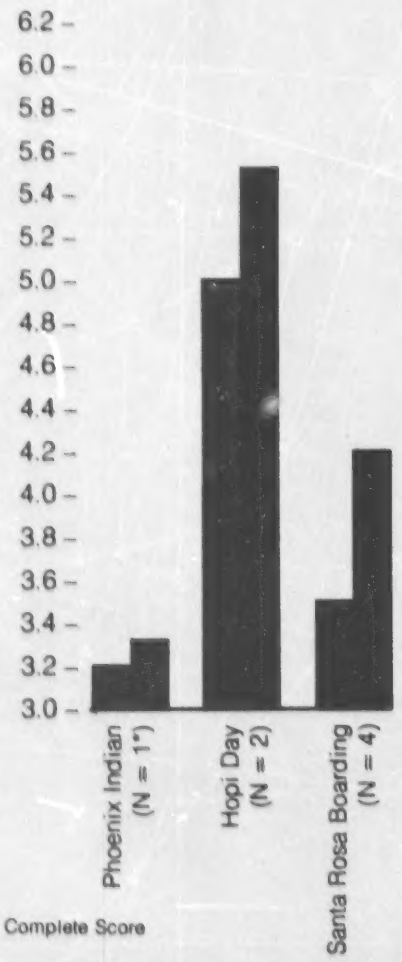


Figure 37
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with an 8th Grade Special Education Program



*Only Complete Score

Table 43
7th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Santa Rosa Boarding	+1.0	.4	+.6
Theodore Roosevelt School	+ .7	.3	+.4

Table 44
8th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+ .1	.3	−.2
Hopi Day	+ .5	.5	0
Santa Rosa Boarding	+ .7	.4	+.3

Figure 38
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 9th Grade Special Education Program

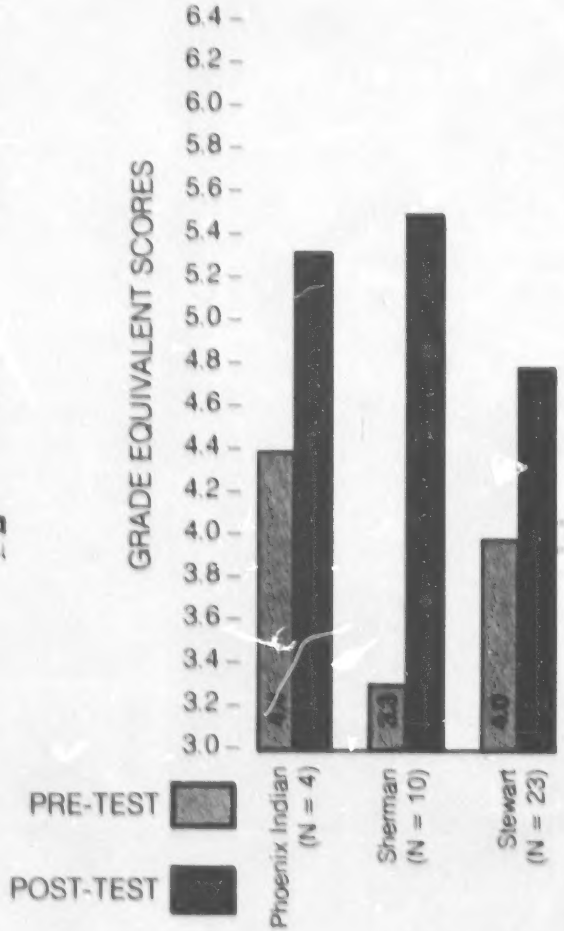


Figure 39
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 10th Grade Special Education Program

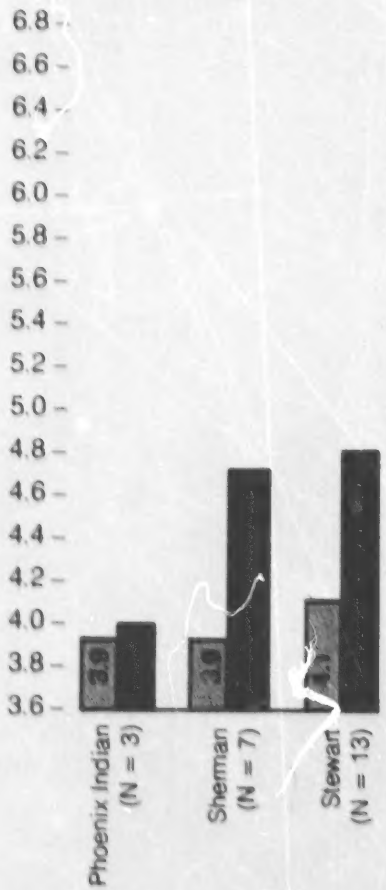


Table 45
9th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian School	+ .9	.4	+ .5
Sherman Indian School	+2.2	.3	+ 1.9
Stewart	+ .8	.4	+ .4

Table 46
10th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+.1	.3	−.2
Sherman	+.8	.3	+.5
Stewart	+.8	.3	+.5

Figure 40
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with an 11th Grade Special Education Program

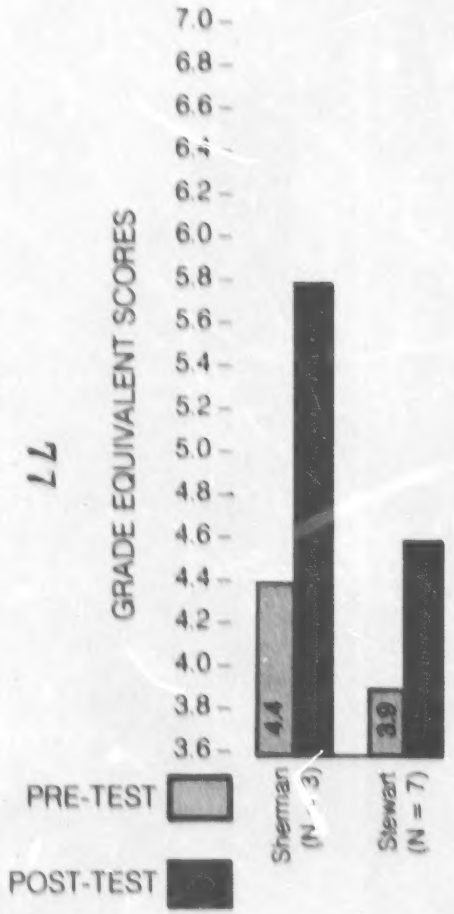


Figure 41
Pre-Post California Achievement Test Total Battery Grade Equivalent Scores for all Schools with a 12th Grade Special Education Program

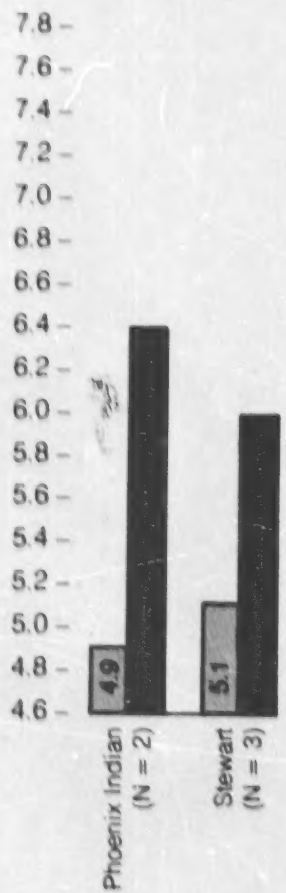


Table 47
11th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Sherman	+1.4	.3	+1.1
Stewart	+ .7	.3	+ .4

Table 48
12th Grade
Special Education Component

School	Actual Gain Scores	Expected Gain Scores	Difference
Phoenix Indian	+1.6	.3	+1.3
Stewart	+ .9	.3	+ .6

DEFINITION OF TERMS

There are several terms used in the manuscript that might not immediately be clear without some clarification.

N= the number of students who took both the pre and post-test and thus comprise the total number of students included in the test results.

Expected Gain: For purposes of this report, expected gain refers to the gain in grade equivalent score that would be expected if the students did not receive Title I services. The value was computed by dividing the students pre-test score by the number of years in school +1. This yearly expected gain was then adjusted to an 8 month school year by multiplying the expected gain by 4/5. Thus a student beginning the second grade with a pre-test score of 1.6 would have an expected growth of .6 in grade equivalents. While it is recognized that this does not take into account the true gain/loss factor over the summer it was the most accurate figure that could be derived given the limitations of the data.

Test Dates: Dates of administration of the pre-tests were the last 2 weeks in September and of the post-test were the first 2 weeks in May. Thus the school year approximates 8 months rather than 9 months for purposes of this report.

*U.S. Government Printing Office: 1975-641-459